

Early College Program Options

During the May 2017 Academic Affairs Council (AAC) meeting, the council discussed potential options for developing a partnership with South Dakota school districts interested in Middle/Early College options. As one of the fastest growing districts in the state, Harrisburg has aggressively engaged the Customized Learning approach to support student self-progression through the curriculum. One constraint currently facing districts employing this model is the fact that high achieving or gifted students are able to work through the curriculum in half the traditional time, having met graduation requirements prior to the start of their junior year. As their initial cohorts approach their junior year they are confronted with a limited set of curriculum options and they are looking toward the Regental system to provide dual credit opportunities for students.

In an effort to facilitate initial conversations around the creation of an Early/Middle College model in alignment with existing dual credit opportunities, the Harrisburg Superintendent and his staff met with representatives from the BOR central office, DSU, SDSU and USD in early March to discuss potential collaboration. Initial conversations focused on identifying a subset of courses for an initial cohort that would align with a career track (i.e., health, education, engineering, etc.) and design a model that would provide dual credit opportunities through the Board of Regents. In particular, the desired framework would be to have Regental institutions delivery dual credit coursework to students in the school district with opportunities for students to also attend the University Center or main campus locations for a small portion of the course. When this potential collaboration was discussed by the Board during the June 2017 meeting, there was support¹ for DSU to move forward in delivering a MATH 102 College Algebra course at the Harrisburg High School during Fall 2017 as a pilot with a goal of bringing a more detailed update related to the enrollments and initial success of the course forward during the October 2017 meeting. The intent was to allow DSU to assess the established HSDC rate to students seeking to enroll, and that alternative tuition models would be reviewed and presented to the Board for additional discussion.

Three alternative pathways appear to exist if Regental institutions were to pursue a model that would have adjunct faculty deliver coursework at the local school district. First, institutions could work with the districts to evaluate the qualifications of their existing staff to determine whether they would be eligible to deliver coursework through the concurrent credit program in alignment with BOR Policy 5.4.3. Students would be assessed the \$40 per credit hour rate as approved through this policy guidance and all instructional costs would be incurred by the participating school district. Second, campuses could manage the program through the HSDC program that would require students to pay \$48.33 per credit hour and the remaining \$96.67.45 would be funded through the state to meet the full \$145 per credit established rate. In this situation an adjunct at the traditional rate of \$3,500 per course would be hired to deliver the curriculum at the school facility. Alternatively, under this model the students in potential districts could be encouraged to fill seats of existing online or face-to-face courses and complete the course alongside

¹ The specific motion captured in the Board of Regents official minutes noted "IT WAS MOVED by Regent Morgan, seconded by Regent Schaefer, to allow Board staff to proceed in their support of the Early College model and allow Dakota State University to provide a math course as a pilot in Fall 2017 at the Harrisburg school district and later report back on the results of that pilot course. Motion passed."

other traditionally enrolled students. Under this approach the same \$145 per credit hour tuition rate would be collected.

Third, the board could encourage campuses to negotiate a separate rate specific to an early college program that would need to then be approved as an alternative to the current off-campus tuition rate. If deemed inappropriate to establish a unique off-campus rate for this program, then the rate of \$333 per credit hour would need to be assessed. Under either of these options for a newly negotiated rate, the district would have the capacity to control the portion of the agreed upon rate to be collected from the student. The remainder would need to be paid by the school district. Table 1 below depicts the potential revenue generated under each of the four pathways depicted here assuming a traditional 3 credit hour course for up to 24 students.

Table 1
***Tuition Alternatives for Various Approaches to the Delivery of Early College Coursework
with South Dakota School Districts***

	<i>Concurrent Credit</i>	<i>HSDC</i>	<i>Special \$200 Tuition Rate</i>	<i>Off-Campus Tuition Rate</i>
<i>Rate</i>	\$40	\$145	\$200	\$333
<i>Tuition Revenue</i>	\$2,880	\$10,440	\$14,400	\$24,120
<i>Instructional Costs</i>		(\$3,500)	(\$3,500)	(\$3,500)
<i>Campus Revenue</i>	\$2,880	\$6,940	\$10,900	\$20,620

If a special \$200 tuition rate were to be adopted districts likely would implement a similar model of cost distribution consistent with the HSDC program (1/3 vs. 2/3 cost distribution for the students and the district). This would result in local districts expending \$133 per credit hour and ask students to provide the additional \$67 in tuition. When applied against a traditional three credit course, it would result in the district providing financial support at \$400 per course for each students involved in the Early College model taking this approach (or a total of \$9,600 for a course enrolling 24 students). If applied against the current Off-campus tuition rate, it would result in approximately \$16,000 per course charge to the school district for two-thirds of the tuition cost.

These various options were presented to the Board of Regents at their August 2017 retreat, and the general consensus was that the HSDC rate would be the logical fee rate to assess districts. However, there was sentiment that when forming partnerships of this nature, some structure should be coordinated that would provide for the districts to contribute to a portion of the overall cost for delivery. An updated will be provided to the Board during the October 2017 meeting on the DSU MATH 102 course, and the proposal for Spring 2018 course delivery.



Pilot Program


Program offerings for spring semester 2018 are:





A&S 100: First Seminar -
1-credit course intended to assist
in the transition to life as a
college student.




Choose 1 or 2 from below

A&S 101 Exploratory
1-credit course 

Speech -
3-credit course 

CNA 
Certification (3cr)

**Internship in
a field of interest**

16 hours 
of clinical

All Early College learners will take A&S 100. After that they can mix and match courses they are interested in.